



## Langley-Bath-Clearwater Middle

29 Lions Trail  
Warrenville, SC 29851

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	507 Students	
<b>Principal</b>	J. Russell Gunter	803-593-7260
<b>Superintendent</b>	Dr. Elizabeth Everitt	803-641-2428
<b>Board Chair</b>	Dr. Christine Sanders	803-663-1703

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>At-Risk</b>
2007	Below Average	At-Risk
2006	Average	Below Average
2005	Average	At-Risk
2004	Average	Below Average

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

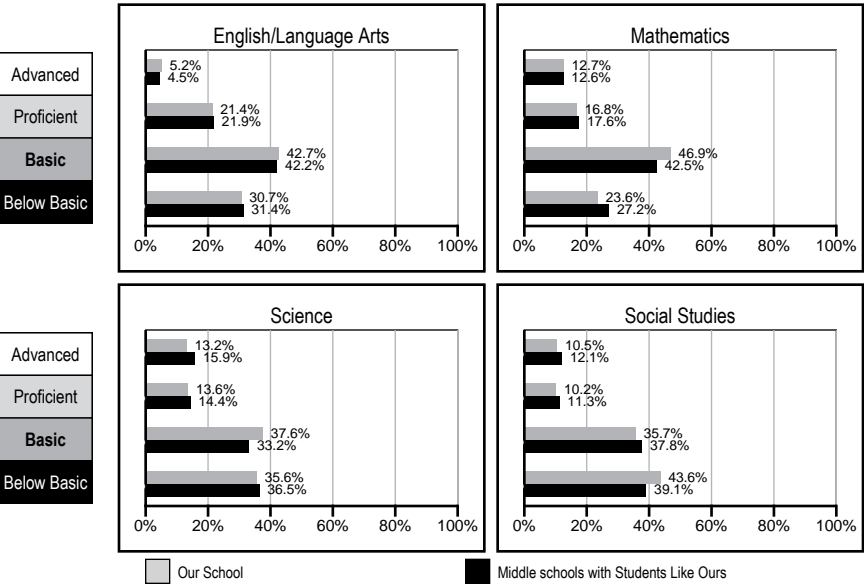
95.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	13	31	4

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	98.0	97.0
English 1	95.6	95.2
Physical Science	0	76.9
All Subjects	96.8	95.9

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=507)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	33.1%	Down from 46.5%	18.8%	19.4%
Retention rate	1.8%	Down from 2.6%	1.7%	1.8%
Attendance rate	95.0%	Up from 94.9%	95.8%	95.8%
Eligible for gifted and talented	17.1%	Down from 18.1%	15.6%	15.3%
With disabilities other than speech	10.8%	Up from 9.9%	14.3%	12.9%
Older than usual for grade	3.7%	Up from 1.5%	3.4%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.6%	Down from 1.1%	0.6%	0.7%
Annual dropout rate	1.1%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=35)</b>				
Teachers with advanced degrees	48.6%	Up from 35.3%	52.6%	55.0%
Continuing contract teachers	65.7%	Up from 61.8%	73.3%	70.6%
Teachers with emergency or provisional certificates	9.1%	Down from 10.3%	5.7%	5.4%
Teachers returning from previous year	91.1%	Up from 89.6%	83.4%	83.4%
Teacher attendance rate	95.8%	Up from 93.8%	94.8%	94.9%
Average teacher salary	\$44,081	Up 5.4%	\$44,207	\$44,706
Professional development days/teacher	11.1 days	Down from 19.1 days	11.5 days	11.8 days
<b>School</b>				
Principal's years at school	9.0	Up from 8.0	3.0	3.0
Student-teacher ratio in core subjects	22.8 to 1	Up from 17.3 to 1	19.3 to 1	20.1 to 1
Prime instructional time	89.1%	Up from 86.8%	88.9%	89.3%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	90.0%	Down from 100.0%	97.7%	98.0%
Character development program	Average	No Change	Good	Good
Dollars spent per pupil*	\$6,129	Up 6.2%	\$7,056	\$7,097
Percent of expenditures for instruction*	67.2%	Up from 65.5%	64.6%	64.4%
Percent of expenditures for teacher salaries*	58.8%	Down from 59.9%	60.1%	59.4%

\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

This school year was excellent for L. B. C. Middle School. Our students showed much improvement in their school performance. They took part in many service activities, such as hosting a Veterans Day program to honor local veterans, supporting the Valley Empty Stocking Fund, collecting canned food items for the Salvation Army Food Drive, and raising money for several needy families.

Among our accomplishments were the following: our students continued to show growth in their test scores on the PACT assessment; 100% of our students passed the state End of the Year Course Exam in Algebra I; 97% of our students were successful in passing the End of the Year Course Exam in English I; individual students, as well as teams, were recognized for their athletic accomplishments within LBC sports; many students received recognition for their accomplishments in the music and visual arts programs; six students were identified as Junior Scholars; the number of students participating in our incentive programs—academic honor rolls and exemplary discipline—increased; and 75% of our students showed improvement with the MAP scores and were able to attend this year’s MAP celebration.

Teachers continued to work diligently to help our students become successful and gain the knowledge needed to perform well on the PACT assessment. Teachers attended various conferences throughout the year to stay abreast of new educational strategies to implement in the classrooms. We continued working with PDCA program with our ELA teachers in the areas of disaggregating test data, aligning curriculum to instruction, and utilizing effective assessments to help them better in meeting the diverse learning styles of our students. Also, teachers were given planning days to analyze test data and refine curriculum to improve their instruction.

Mrs. Mary Brooks was selected as Teacher of the Year for the school. She will be competing for the district’s Teacher of the Year this coming school term. Mrs. Susan Hendrix was selected as our classified Employee of the Year. In every classroom we have installed interactive white boards, which allow students and teachers to incorporate more technology into the learning environment. Seventh- and eighth-grade students continue working in the Synergistic Science-Math lab. Also, Mrs. Nix received a grant from the Arts Curricular Grant Program to continue the garden project for our students to enjoy during lunch.

Our school’s SIC and Title I committee continue working on ways to help improve three important areas: parental involvement, student attendance, and staff development. Our families and school staff enjoyed a wonderful Celebration Night. Students’ work was displayed, and performances were held throughout the school building. The students and teachers also appreciated the large support we received from parent volunteers and chaperones. We appreciate the continued support of our PTO, parents, community, and teachers. Together, we continue providing the best educational opportunities for our students.

J. Russell Gunter, Principal  
Suzanne Abney, SIC Interim Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	139	28
Percent satisfied with learning environment	81.3%	81.3%	82.1%
Percent satisfied with social and physical environment	84.8%	77.7%	74.1%
Percent satisfied with school-home relations	68.8%	81.8%	57.7%

\* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 15 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

Restructure

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
		Our District	State
Classes in low poverty schools not taught by highly qualified teachers		0.4%	1.8%
Classes in high poverty schools not taught by highly qualified teachers		1.0%	6.8%
		Our School	Met State Objective
Classes not taught by highly qualified teachers		0.0%	Yes
Student attendance rate		95.0%	Yes
* Or greater than last year			

Abbreviations for Missing Data

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	486	98.6	30.6	44.2	21.7	3.5	37.9	49.8	48.2	No	Yes
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**Gender**

Male	241	97.5	38.6	39.5	19.7	2.2	31.4	43.8	41.7	N/A	N/A
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Female	245	99.6	23.1	48.7	23.5	4.7	44	56.3	55	N/A	N/A
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**Racial/Ethnic Group**

White	355	99.4	29.7	45.7	20.5	4.2	38.6	59.8	60	No	Yes
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African American	100	96	32.2	43.3	22.2	2.2	34.4	33.8	31.7	No	Yes
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Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	75	70.4	I/S	I/S
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Hispanic	25	96	45.8	29.2	25	0	33.3	39.7	38.4	I/S	I/S
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	75	47	I/S	I/S
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**Disability Status**

Disabled	59	100	64.7	25.5	3.9	5.9	17.6	15.2	16	Yes	Yes
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**Migrant Status**

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
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**English Proficiency**

Limited English Proficient	20	95	47.4	31.6	21.1	0	26.3	43	36.9	I/S	I/S
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**Socio-Economic Status**

Subsided meals	272	98.2	41.5	41.5	15.3	1.6	27	35.8	34	No	Yes
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**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	486	99	24.2	50.3	15.3	10.2	39.2	46.9	45.8	Yes	Yes
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**Gender**

Male	241	98.3	25.8	46.7	16	11.6	39.6	47.9	45.6	N/A	N/A
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Female	245	99.6	22.6	53.8	14.5	9	38.9	45.7	45.9	N/A	N/A
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**Racial/Ethnic Group**

White	355	99.7	22.5	52.7	14.8	10.1	38.5	57.2	59	Yes	Yes
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African American	100	97	29.7	46.2	17.6	6.6	36.3	29.7	26.9	Yes	Yes
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Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	78.3	71.3	I/S	I/S
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Hispanic	25	96	33.3	41.7	8.3	16.7	45.8	40.1	38.1	I/S	I/S
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	62.5	46.2	I/S	I/S
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**Disability Status**

Disabled	59	100	56.9	25.5	9.8	7.8	19.6	15.8	17.1	No	Yes
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**Migrant Status**

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
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**English Proficiency**

Limited English Proficient	20	95	36.8	47.4	10.5	5.3	47.4	42.9	38.7	I/S	I/S
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**Socio-Economic Status**

Subsided meals	272	98.5	32.1	48.6	12.4	6.8	30.1	32.8	31.4	No	Yes
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\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	317	99.1	34.6	37.6	14.2	13.6	27.8	34.1	35.7	95	95.9
Gender											
Male	164	98.2	27.6	37.5	17.8	17.1	34.9	36.6	37.4	94.2	95.8
Female	153	100	42	37.8	10.5	9.8	20.3	31.3	33.8	95.8	96.1
Racial/Ethnic Group											
White	224	100	34	38.2	14.6	13.2	27.8	45.2	49.2	94.8	95.9
African American	72	97.2	41.3	36.5	14.3	7.9	22.2	16.4	17	95.2	95.9
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	55.9	58	97.7	97.6
Hispanic	17	94.1	25	37.5	12.5	25	37.5	24	24.9	95.7	96.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	58.8	37.4	96.7	95.8
Disability Status											
Disabled	36	100	61.3	12.9	19.4	6.5	25.8	12.8	14	94	94.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.5
English Proficiency											
Limited English Proficient	13	92.3	33.3	41.7	8.3	16.7	25	28	24.4	95.5	96.5
Socio-Economic Status											
Subsided meals	181	98.3	41.6	32.9	12.4	13	25.5	20.4	21.1	93.6	95.2

Social Studies

All Students	325	97.9	42.1	36.2	10.5	11.2	21.7	30.3	34	95	95.9
Gender											
Male	161	96.3	44.7	32.7	10.7	12	22.7	33.8	36.6	94.2	95.8
Female	164	99.4	39.6	39.6	10.4	10.4	20.8	26.5	31.3	95.8	96.1
Racial/Ethnic Group											
White	240	98.8	43	34.3	12.2	10.4	22.6	38.6	44.5	94.8	95.9
African American	63	95.2	37.7	49.1	3.8	9.4	13.2	17	19.1	95.2	95.9
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	56.1	58.9	97.7	97.6
Hispanic	17	94.1	50	31.3	12.5	6.3	18.8	20.3	27.5	95.7	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	53.3	32.7	96.7	95.8
Disability Status											
Disabled	36	94.4	74.2	12.9	3.2	9.7	12.9	10.7	14.4	94	94.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.5
English Proficiency											
Limited English Proficient	16	93.8	53.3	26.7	13.3	6.7	20	23.9	27.3	95.5	96.5
Socio-Economic Status											
Subsided meals	179	96.7	50	40	5	5	10	18.6	21	93.6	95.2

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	163	100	29	47.7	18.7	4.5	23.2
	7	181	100	33.5	45.5	20.4	0.6	21
	8	162	99.4	28.8	45.1	20.3	5.9	26.1
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	169	98.8	35.6	44.2	17.8	2.5	20.2
	7	163	97.6	21.8	51	22.4	4.8	27.2
	8	154	99.4	34	37.4	25.2	3.4	28.6
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	163	100	21.9	44.5	21.9	11.6	33.5
	7	181	100	18.6	44.9	19.2	17.4	36.5
	8	162	99.4	20.3	57.5	16.3	5.9	22.2
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	169	99.4	30.5	43.9	15.9	9.8	25.6
	7	163	97.6	12.9	59.2	14.3	13.6	27.9
	8	154	100	28.4	48.6	15.5	7.4	23
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	84	100	43.4	25	19.7	11.8	31.6
	7	181	100	36.4	30.3	18.8	14.5	33.3
	8	80	98.8	35.1	54.1	9.5	1.4	10.8
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	81	100	48.7	30.8	11.5	9	20.5
	7	159	98.1	24.5	42	14	19.6	33.6
	8	77	100	39.2	36.5	17.6	6.8	24.3
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	84	98.8	21.9	57.5	12.3	8.2	20.5
	7	181	100	49.1	32.1	7.3	11.5	18.8
	8	83	100	26.9	67.9	5.1	0	5.1
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	87	100	30.2	39.5	14	16.3	30.2
	7	162	96.9	46.9	33.8	6.2	13.1	19.3
	8	76	97.4	46.6	37	15.1	1.4	16.4

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample